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ABSTRACT

Following introductory material noting demands for accountability within student services programs, this paper describes an evaluation system that involves administrators, faculty, student affairs practitioners, and students in an assessment of the college's overall student services effort. The paper first discusses the 60-item opinionnaire used in the system, soliciting opinions on a taxonomy of student services functions including: (1) registrar functions, i.e., recruitment, admissions, registrations, and student records; (2) financial aid, veterans' affairs, and job placement functions; (3) guidance and counseling functions; (4) student affairs functions, including student government and clubs; and (5) special services, i.e., housing, food services, and health and handicapped services. Next, the paper discusses the six-point response scale used for each opinionnaire item, ranging from "agree completely" to "disagree completely"; the validation of the opinionnaire; the populations to be surveyed and the sampling techniques; the administration of the opinionnaire by trained interviewers; and a three-stage data analysis process. Finally, the paper presents the results of a field test of the system at two Arizona community colleges, one rural and one urban. An interpretive analysis of overall responses is presented, as well as a comparative analysis of mean responses by campus. The opinionnaire is appended. (JP)

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A PROCEDURE FOR EVALUATING STUDENT SERVICES IN COMMUNITY COLLEGES

by

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at the

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INTRODUCTION

Interest in the subject of evaluating student services was stimulated by the 1978 NASPA conference theme, "Excellence in Student Affairs." That stimulus coupled with a long standing concern for accountability within the student affairs domain led to the development of the evaluation system described in this paper. This evaluation system evolved from a major research effort culminating in a doctoral dissertation entitled "Procedures for Evaluating Student Services in Community Colleges" (Tullar, University of Arizona, 1979). A review of literature on the subject revealed that apparently little significant effort had been undertaken to develop a comprehensive method to evaluate overall student services in community colleges. Research led to the conclusion that in fact community college student affairs programs have little historical basis to draw upon in evaluating services.

Community College leaders suggest that tax reform movements such as the California Jarvis-Gann initiative (Proposition 13), Michigan's Tish Amendment and Arizona's Heizler Amendment (Proposition 106) forecast a movement toward more significant reduction of community college budgets. Recent reductions in federal funding pose further fiscal problems for all institutions of higher learning. The financial dilemma resulting from reductions in resources are practical matters with which all community colleges must be prepared to deal. During any reduction it can be expected that student services will undergo severe scrutiny. As budgets become tighter, student services

can also be expected to come under increased pressure. Administrators in all areas are more frequently being called upon to justify expenditures. In these more austere times it appears clear that the student affairs sector must be more than ever prepared to justify the services it renders.

During more affluent times student personnel administrators enjoyed the luxury of depending largely upon intuition, background, and experience to determine where institutional focus should be directed. With declining support, increased pressure for student affairs accountability can be expected. This expectation underscores a need for reliable formalized procedures whereby student services in community colleges may be evaluated. As funding becomes more critical, administrative decisions concerning reduction or elimination of certain services will be necessary. In order to make administrative decisions in the student affairs sector with any degree of soundness, it is essential to have available a mechanism to measure the effectiveness of the various student services.

DESCRIPTION OF EVALUATION SYSTEM

Purpose

The purpose of the evaluation system described here is to provide a practical hands-on procedure whereby the overall student services in community colleges may be assessed in a comprehensive manner. The evaluation system is intended to aid in: 1. Improving services (assure excellence), 2. Identifying weak services (those which lack viability), and 3. Providing an informed rationale for administrative decisions regarding expansion, deletion, or modification of services. The major focus of the evaluation

system is an opinionnaire and the procedure for applying it. This evaluation system is comprised of:

1. A unique assessment instrument (opinionnaire);
2. A four-component sampling technique;
3. A procedure for applying the instrument; and,
4. A method for treating, analyzing, and interpreting resulting data.

Opinionnaire

The literature recorded a number of instruments for use in evaluating individual community college student services. However, no suitable instruments for evaluating overall student services were identified. The development of a comprehensive assessment instrument was therefore deemed necessary.

The 60-item opinionnaire which evolved was derived from an extensive taxonomy of community college services. This taxonomy evolved from five major student service functions suggested by McConnel (1965, p. 16). Within each of these functions different categories were identified and classified in the following taxonomical form:

1.00 Registrar Function--In the taxonomy this function is divided into four separate categories, i.e., Recruitment, Admissions, Registration, and Student Records.

2.00 Financial Aids and Job Placement Function--The second function is divided into three separate categories: General Financial Aid, Veterans' Affairs, and Job Placement.

3.00 Guidance and Counseling Function--The five separate categories identified in this function are Career Counseling, Academic Counseling, Personal Counseling, Educational Development and Assessment.

4.00 Student Activities Function--Four separate categories in this function are Social, Clubs/Organizations, Student Government, and Curricular.

5.00 Special Services Function--This function is divided into five separate categories, namely, Housing, Food Services, Health Services, Services to Handicapped, and Special Programs.

More than 100 statements pertaining to the adequacy of student services were derived from the detailed taxonomy. These statements became the framework for the opinionnaire which evolved during the subsequent refinement process. By a process of revising, deleting, combining and editing, these taxonomic statements were reduced to 64.

The 64 statements were then reviewed for reactions and comments by a panel of professional community college student services practitioners. The items were next informally presented to 15 community college students. This was done to determine individual item clairty to community college students. Through these steps, the number of items was further reduced to the 60 used in the opinionnaire, Appendix A.

Each opinionnaire item was developed to gather information on one or more categories and/or subcategories in the taxonomy of student services. The first 14 items in the opinionnaire were developed to collect data

associated with the Registrar Function. For example, opinionnaire Item 1 below is concerned with the taxonomical category, "Recruitment."

Item 1. Potential students are provided enough information about college programs, courses, services, expenses, etc., to be able to make decisions about attending this college.

The above item was developed to gain information under subcategory, Public Relations Program and Pre-College Information Program subcategory. Responses to this item were intended to provide information concerning the extent to which the population surveyed perceived these subcategories as having been accomplished.

Opinionnaire Items 15-24 are intended to gather information from the Financial Aids and Job Placement Function. Item 15 below, for example, furnishes information on several subcategories under the General Financial Aid category.

Item 15. The financial aid program is well enough publicized to inform all students of available financial aid.

Opinionnaire Items 25-35 were designed to gain information pertaining to the Guidance and Counseling Function. Opinionnaire Item 25 provides information concerning subcategories of Personnel Attitudes under the Career, Academic and Personal Counseling categories. The item follows:

Item 25. Counseling personnel are open and friendly.

Opinionnaire Items 36-40 pertain to the Student Activities Function. Item 36, concerned with the student activities calendar, was developed to provide information on the calendar.

Item 36. The calendar of student activities is arranged so as not to conflict unduly with other college activities (example: classes, finals, tests, registration, etc.).

Items 41-60 are designed to gain information from the Special Services Function. Items 58-60 which pertain to the adequacy of dormitory services were placed at the end of the opinionnaire. This was done to facilitate deletion of these items when using the instrument at an institution not offering dormitory services.

Opinionnaire Scale

Initially the Likert (1932, pp. 1-55) five-point scale was considered because it would meet the conditions of simplicity and reliability. Later, the five-point scale was discarded in favor of an even numbered scale in order to avoid the "neutral" position phenomenon. Nunnally (1967, p. 522) noted that, when an odd numbered scale is used, respondents tend to select a "comfortable" middle-of-the-road position of neutrality. Confirming this concept, Selgas (1974) noted in his study that most responses fell at the "neutral" point of three in his five-point scale.

In setting the number of points on the scale, consideration was given to psychometric theory which holds that reliability is increased by using a greater number of points on a scale, but that this reliability drops significantly beyond seven points (Nunnally 1967, p. 522). Oppenheim (1966, p. 86) suggested that most raters are "unable . . . to make discriminations that are finer than 10 points . . . ." Both Oppenheim and Nunnally implied that, beyond seven points on a rating scale, an instrument becomes more difficult to use practically.

The six-point scale selected for this system provides a simple model which, while easily used, still provides the desired reliability as described

by Nunnally. A six-point scale, adapted from Nunnally's (1967 p. 520) rating **scale** was devised:

agree completely
agree moderately
agree slightly
disagree slightly
disagree moderately
disagree completely

Validation by an Expert Panel

Central to the validity of the instrument was the expert panel. Experts were chosen from three fields: (1) the community college at large, (2) student services in the community college, and (3) evaluation. Selection of the expert panel was based upon a willingness to participate as members and preset criteria. Names and positions held by the members of the expert panel follow:

Evaluation Expert

Dr. Lawrence Aleamoni, Director
Office of Institutional Research and Development
University of Arizona
Tucson, Arizona

Community College Expert at Large

Dr. Terry U. O'Banion, Executive Director
League for Innovation in the Community College
Los Angeles, California

Student Services Expert in the Community College

Dr. Alice Thurston, President
Los Angeles Valley College
Van Nuys, California

Prior to finalization, opinions were solicited from the expert panel concerning the proposed system. The panel was asked to critique the opinionnaire and the evaluation system for content, validity and scope.

The expert panel made a number of valuable suggestions. Most noteworthy was the suggestion that opinions of administrators be included in such an evaluation model. This suggestion resulted in adding a fourth component, administrators, to the system.

Application of the Opinionnaire

An opinionnaire may be administered in a number of ways. It may be mailed or otherwise distributed to respondents. It has been noted however that returns from similar mailed surveys at community colleges have been typically poor (Selgas 1974, p. 4). Accordingly, this opinionnaire was designed to be administered in person using trained interviewers involved in 15-20 minute interviews. Experience has shown this technique assures a better response and results in more reliable data than a mailed instrument might produce.

Population to be Surveyed

It was noted that other investigators have used primarily single component evaluation systems. Some of these focused solely upon the student component; others included faculty, administrators, or student affairs practitioners.

For this system it was concluded that four components would more completely provide evaluative information about delivery of student services. The four components are: administrators, faculty, student affairs practitioners, and students. A single component system measuring input from any one of these areas has obvious appeal from the standpoint of simplicity. It appears evident, however, that any evaluation which focuses upon a single

component to the exculsion of the others disregards beneficial perceptual input from other areas. The rationale for selecting the four components follows:

1. Administrators. Administrators exercise major influence in decisions relative to budget, staffing, changes in programs, and personnel. By virtue of their positions, administrators, at times, may be the first to become aware of problems since formal complaints initially may be directed to them. It was decided that a comprehensive assessment of student services would be enhanced by including the perceptions of these individuals.
2. Faculty. The faculty is in daily contact with more students than any other group in the college. Faculty perceptions concerning student services were therefore judged to be highly important.
3. Student Affairs Practitioners. These individuals are the primary provider of the services and daily interpret the institutional student services program to students. Consequently, student affairs practitioners' perceptions represent a most valuable source of information for evaluating student services.
4. Students. Finally students, as direct recipients of the services, are in an excellent position to assess the effectiveness of such services. Students were identified as a most obvious source of information.

Figure 1 illustrates the four component system which evolved. This system takes into account input from the four populations previously discussed. Data from the various components are compared to provide a comprehensive insight on perceptions of how well the student services are rendered.

The opinionnaire was seen as likely the most effective and comprehensive method whereby the four components of this evalution system could be tapped.

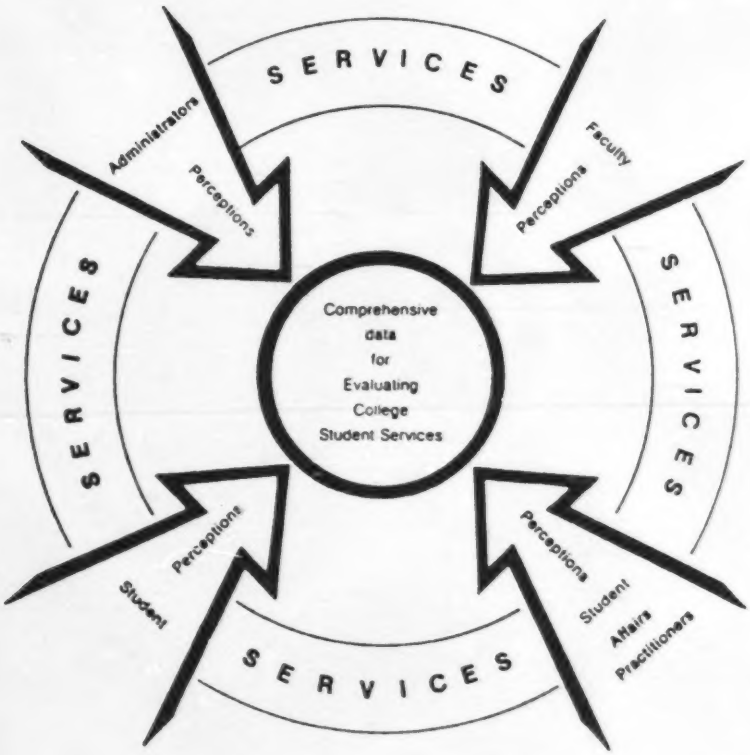

Figure 1. Four Population Component Evaluation System

Sampling Technique

It is suggested that the four population components be sampled as follows:

1. Administrators. A 100% sample of administrators at the associate dean level or above may be taken at all college locations.
2. Faculty. A 100% sample of the full-time faculty is to be drawn from each college location.
3. Student Affairs Practitioners. All available student affairs practitioners should be included.
4. Students. Based upon enrollment figures provided by the institution, a 10% sample of students in each of the following categories may be selected at each location. Hispanic, Negro/Black, American Indian, Oriental, and Other/White. The intent of this procedure is to assure representativeness of sample. Another condition for student inclusion is that the student be enrolled in his/her second semester or beyond. The rationale for this suggestion is that such students will have had an opportunity to participate in the college student services program and will thus provide responses based on experience.

Principle Evaluation Officer

It is advisable for one individual at the institution to be appointed as the principle person to coordinate and direct the evaluation process.

Trained Interviewers

Students may be employed as assistants to conduct student interviews for the principle evaluation officer. Training should be provided to familiarize assistants with the opinionnaire and with the evaluation system, after which they should practice administering the opinionnaire to each other in role playing situations. Prior to the actual field application, it is beneficial experience for the interviewers to administer the instrument to small groups of actual students that are to be included in the survey.

Data Collection

Data is to be collected from the four population components at all college locations (campuses). The purpose of the evaluation system and the opinionnaire should be fully explained to all respondents. The trained assistants should be present to answer questions while the respondents complete the opinionnaire.

Data collection can require a considerable amount of time depending upon the size of the institution and number of assistants hired. This aspect of time can be condoned in the expectation that more reliable data will be provided. A further advantage of the interview method is that respondents essentially complete the opinionnaire with no delay.

The assistants may operate from student lounges, lobbies, snack bars, and various other locations as they help students complete the opinionnaires. Currently, the principle evaluation officer should assist administrators, faculty, and student affairs practitioners to complete the instrument.

Processing Responses

Values assigned to the opinionnaire response scale follow:

Response	Value	Response	Value
Agree Completely	1	Disagree Moderately	5
Agree Moderately	2	Disagree Completely	6
Agree Slightly	3	Unknown	7
Disagree Slightly	4	Not Provided	8

The opinionnaires, coded using the values displayed above, may be processed, using the Statistical Package for the Social Sciences (Nie et al. 1975). Means and standard deviations can be calculated for the responses by each population component, i.e., administrators, faculty, student affairs practitioners, and students at each college location. The percentage of "not offered" and "unknown" responses also should be calculated for the previously mentioned populations.

It is desireable for the data to be analyzed in three stages. First, the mean responses by each population component should be reviewed subjectively for more obvious trends or patterns. Next, an analysis of the responses by campus, by population component, and by function should also be conducted. Graphs can be constructed to accompany these data to more effectively portray the data.

A third analysis which may be performed is a two-way analysis of variance (ANOVA) by population component, by campus, and by function. The four population components are: (1) administrators, (2) faculty, (3) student affairs paractitioners, and (4) students. The five functions are: (1) Registrar, (2) Financial Aids and Job Placement, (3) Counseling and Guidance, (4) Student Activities, and (5) Special Services.

FIELD TEST OF SYSTEM

Applied research has long contended that one of the best ways to assess the worth of an assessment instrument (or opinionnaire) is to test it in a field environment. This system was field tested at two dissimilar Arizona community colleges, one in a rural and one in an urban setting. The purpose of the field test was to demonstrate the utility of the opinionnaire and the practicability of using the system at two completely different types of community colleges.

Results of the field test were tabulated and computer processed. Responses to the opinionnaire on a six-point scale were tallied and means were computed by population components and location. Three separate analytical treatments of the resulting data were conducted and interpreted. The analyses included an interpretative analysis of opinionnaire responses by five taxonomic functions, a comparative analysis of mean responses by population and location via graphs and charts, and a two-way analysis of variance of mean responses by campus and population component of five functional subscales of the opinionnaire.

Interpretative Analysis of Opinionnaire Response by Function

The opinionnaire responses from the four population components (administrators, faculty, student affairs practitioners, and students) were intended to reveal their perceptions of the measure of success being realized at each of five different campuses. The opinionnaire was constructed in such a manner as to permit its division into five subscales, one for each of

the five major functions set forth on page 3 as aspects of a student services program in the community college setting.

The opinionnaire was scored on a six-point scale. The "unknowns" (actually a seventh alternative choice) and the omissions (an eighth alternative) were considered spearately. With 1 for "agree completely" and 6 for "disagree completely" as polar points, moderate and slight points of agreement and disagreement were distributed in middle scalar points ranging from 2 to 5 in value. A most favorable response would rate "1" while least favorable would merit a "6." Mean responses of less than 2.5 were interpreted as favorable on most items, while 2.5 to 4.5 were acceptable responses. Larger than 4.5 was usually an unfavorable or negative response and considered a cause for concern.

Users of the opinionnaire may resort to their own ingenuity in assigning weights for the different population components. In some areas, student opinion may be deemed most relevant while, in others perceptions of faculty, administrators, or student affairs practitioners might be viewed as of more consequence. Certainly "unknown" and/or "omission" (i.e., service not provided) should receive careful consideration as these reflect participants' cognizance of the indicated service.

Registrar Function (Instrument Subscale 1, Items 1-14). Responses to Items 1 and 2, which concern information given potential students about the college, received a moderately positive rating at both institutions.

Item 3, concerning the college catalog, indicated whether respondents thought it was of value. Responses at all locations indicated that

respondents moderately agreed that the catalog was of value.

Item 4 sought to determine whether the campuses were performing acceptably in responding to student requests for information. Most student responses indicated a positive attitude. Predictably there was a large percentage of "unknown" responses registered by faculty and administrators.

Item 5 probed the advising function asking whether a student's previous education was considered during advisement. Administrators at one campus rated this item negatively, nearly two points below the rating given by students on that campus. Faculty members seemed to agree with the administrators.

Item 6, pertaining to transcripts and grades, received overall positive marks at all campuses. However, several administrators at both institutions were uncertain of the effectiveness of their institution's record keeping. The fact that one of the institutions regularly furnished an up-to-date transcript seemed to have little effect upon the responses of administrators there.

Item 7 dealt with perceptions of college communications with students. Student responses to this item were of a low positive (2.2) nature. Predictably, a high percentage of "unknown" response was registered by faculty and administrators.

Item 8 concerned the orientation program. Responding students agreed "moderately" to "slightly" that this service was effective in acquainting students with the college within their first two weeks. At one campus a third of the responding students indicated they did not know whether

orientation was effective. At the rural institution where a more formal orientation program existed, a 2.6 student rating was obtained. At the larger institution, with no formal orientation program, a median 2.7 student reading was taken, while administrators were pessimistic with 4-plus scorings.

Items 9-12, pertaining to the registration process, were to provide information assessing services offered to "would-be registrants." Acceptable ratings were obtained from items which would have confined the registration and advisement time to one hour.

Item 14, asking whether students can receive evaluations of their academic programs, received a median 2.5 rating at both institutions. Almost half of all respondents marked this "unknown." Understanding of this service might seem desirable for those personnel who are daily involved in academic advising and counseling.

Financial Aids and Job Placement Function (Instrument Subscale 2, Items 15-24). Items 15-18 in this subscale related to the financial aids and work study programs. At the rural institution, publicity on financial aids was accorded the lowest rating, though the other three items might also have been expected to have rated more positively. Many students indicated they did not have enough knowledge to respond. As many as 80% of the part-time students gave "unknown" as their response.

Items 19-21, concerning veterans' affairs, received many "unknown" responses from students and faculty members. Perhaps neither of these groups would have had cause to perceive otherwise unless they had had

occasion to use the service. The response to these items by students may have shown how this service was viewed by the users.

Job placement, Items 22-24, lacked visibility at both institutions where many respondents in all groups felt they did not know about the service. Responding administrators, faculty, and student affairs practitioners gave low ratings, disagreeing "slightly" to "completely."

Counseling and Guidance Function (Instrument Subscale 3, Items 25-35). Item 25, pertaining to the openness and friendliness of counseling personnel, received positive ratings at both institutions. Only a few of the students sampled did not respond; this may indicate that at least some counselor contact had taken place.

Respondents to Item 26, which relates to counselor knowledgeability, replied positively. However, faculty at several locations seemed uncertain that counselors were well enough informed to assist students with problems. The comment of one faculty member illustrates this concern: "Counseling personnel are only well informed on matters of a personal or career nature. As far as what courses to take for a specific major, the counselor is lost."

Items 27-30 concern the counseling and career counseling function. Respondents at both colleges gave high marks in these items; however, many of the faculty were uncertain of either services or facilities.

Item 31 recieved only "slight agreement"; this item dealt with the freedom students have in turning to the counseling center for help with their problems. They tended to agree more strongly than did the other components. Again, the number of "unknowns," nearly a third on two campuses, was a concern.

Items 32-33 were to have reflected confidence in the counseling staff and the regard for the services provided. Responses at both colleges were closely parallel. At several locations, as many as a third of responding faculty indicated they did not know whether students could be confident of their privacy or whether the students who used the services would recommend them to others.

Item 34 was intended to examine the tutorial service. At one location, 16% of the faculty and 27% of students professed not to know about the extensive remedial and tutorial program offered by that institution.

Student Activities Function (Instrument Subscale 4, Items 36-40). Item 36 received low ratings at both institutions, despite both colleges' efforts to grant credit for nontraditional learning experiences. Almost half the students marked "unknown" while those indicating awareness fell largely in the acceptable category on the scale. Faculty responses were concentrated in the "disagree" category.

Item responses concerning student activities (36-39) revealed comparatively high numbers of students responding in the "unknown" motif. All respondents tended to agree that the athletic program did not provide equal opportunity for all to participate (Item 40). A high number of "unknown" responses were tallied for this item.

Special Services Function (Instrument Subscale 4, Items 41-60). Items 41-43 concern cafeteria and snack bars. The time honored right of all students to complain about food service was apparent. Notwithstanding the expected derogatory comments concerning food services, most respondents gave food service acceptable ratings at all locations.

Health services were examined in Item 44. Students generally rated this area favorably at locations where such services were offered; however, 25% and 52% "unknown" responses were obtained at two campuses.

Item 45 asked whether information concerning VD or birth control was available. This item drew mostly acceptable responses from all components with 65% of respondents in one location responding "unknown."

Item 46 sought information on the friendliness of the professional health personnel and received favorable ratings by most respondents. Still, there were 67% and 40% "unknown" responses at both locations which had health personnel.

Facilities and services for handicapped were covered in Items 47-49. This area received generally favorable ratings by most respondents. An exception was noted in the outreach campus where lower responses were rendered by students and administrators.

Services to foreign, ethnic minority and women students were examined with Items 50 to 52. Responses from all components were "slightly" to "moderately" favorable in all areas. Predictably many "unknowns" were recorded by students.

Item 53, touching upon physical security, received comparatively few "unknown" responses as most respondents rated security acceptable. Some respondents felt compelled to add comments to the effect that, "security tries, but not enough manpower," or "the security force is useless."

Items pertaining to the bookstore (54-56) reviewed this service. Students generally did not agree that books were provided at a fair price. "Books are a rip-off, "books are cheaper in town" and "unfair prices"

illustrate some of the unfavorable commentary.

Item 57 concerned the operating hours of student services. Parallel perceptions were obtained at all locations. Faculty, by a large "unknown" response, reflected lack of awareness. At one campus 22% of the administrators gave "unknown" as their response.

Items 58-60 related to dormitory services and were only relevant in the rural district. Students and administrator responses were parallel. Student affairs practitioners were more optimistic than were the other population components about the dormitory services.

Concluding Notations. Administrators, with considerable responsibility and influence, often reflected information and perceptions not consonant with those of the other population components. For example, at one of the institutions, administrators expressed an unfavorable rating for the counseling services (Item 33) while the users (students, faculty, and student affairs personnel) rendered a much more favorable rating. It is also significant that, of the administrators at that institution, 33% did not feel knowledgeable enough to make a response to this item.

The preceding data were compiled from scaled responses to the opinionnaire items. Much more could be inferred from the individual comments written onto some of the response sheets and not tabulated. Individual response sheets also give insight pointing out other problems such as that of the counselor employed eight years at one campus who responded "unknown to 28 of 57 opinionnaire items.

The faculty, with more daily student contact, revealed a considerable

lack of awareness concerning all services. A note on a faculty opinionnaire best illustrated the lack of awareness and faculty role in interpreting services to students. "Most questions seemed directed toward administrative personnel. As a classroom teacher I really don't know about other services provided or their effectiveness." Evidently this respondent considered the faculty as being outside the student services domain. This response also suggested a need for professional development which would bring faculty and student affairs personnel into a full partnership, working for total student development.

Comparative Analysis of Mean Responses by Campus

Examination of responses to the opinionnaire at the different campuses revealed many variations in perceptions of student services. A measure of the extent to which student services were perceived to serve their intended purpose was provided in such a review.

The analysis of means which follows is intended to illustrate the perceptions of each of the four population components concerning the services at the five campuses in the field test.

Regular Campus A Figure 2 depicts the responses of the four population components at the largest campus in the study. The mean responses of all components indicated a positive overall rating on all five subscales, though very weak "negative" on the second subscale. The student affairs practitioners and students at Regular Campus A more closely agreed concerning their perception of student services than did administrators and faculty.

Administrators responses tended to rate services more positively than did the other three populations at this location.

Regular Campus B. The respondents at this campus also rendered a generally positive rating of the student services provided at this location. Figure 3 portrays the responses of this group. At this location it may also be observed that responses by faculty, student affairs practitioners, and students parallel each other more closely than did these groups on Regular Campus A. Nevertheless, administrator responses deviated from those of the other three populations on subscales 2 and 5 being somewhat lower.

Center Campus C. The majority of responses at this relatively new and developing campus rated the services offered positively. While the various population component ratings closely paralleled each other, there was a distinct exception in ratings by students on subscale 4, Student Activities. As a group the students disagreed that student activities at this location were meeting their intended purpose. Figure 4 illustrates this response pattern.

Outreach Campus D. Figure 5 shows the responses of the four population components in the outreach area. The responses of faculty, student affairs practitioners, and students were closely related. Administrator responses, however, were nearly a full point lower across the five subscales than were the other three population components. Moreover, administrator responses on subscales 4 and 5 bordered on the negative response area.

Rural College Campus. Responses at the rural college campus are plotted in Figure 6. The four population components rendered a positive rating on the five subscales and were within one point of each other. The student

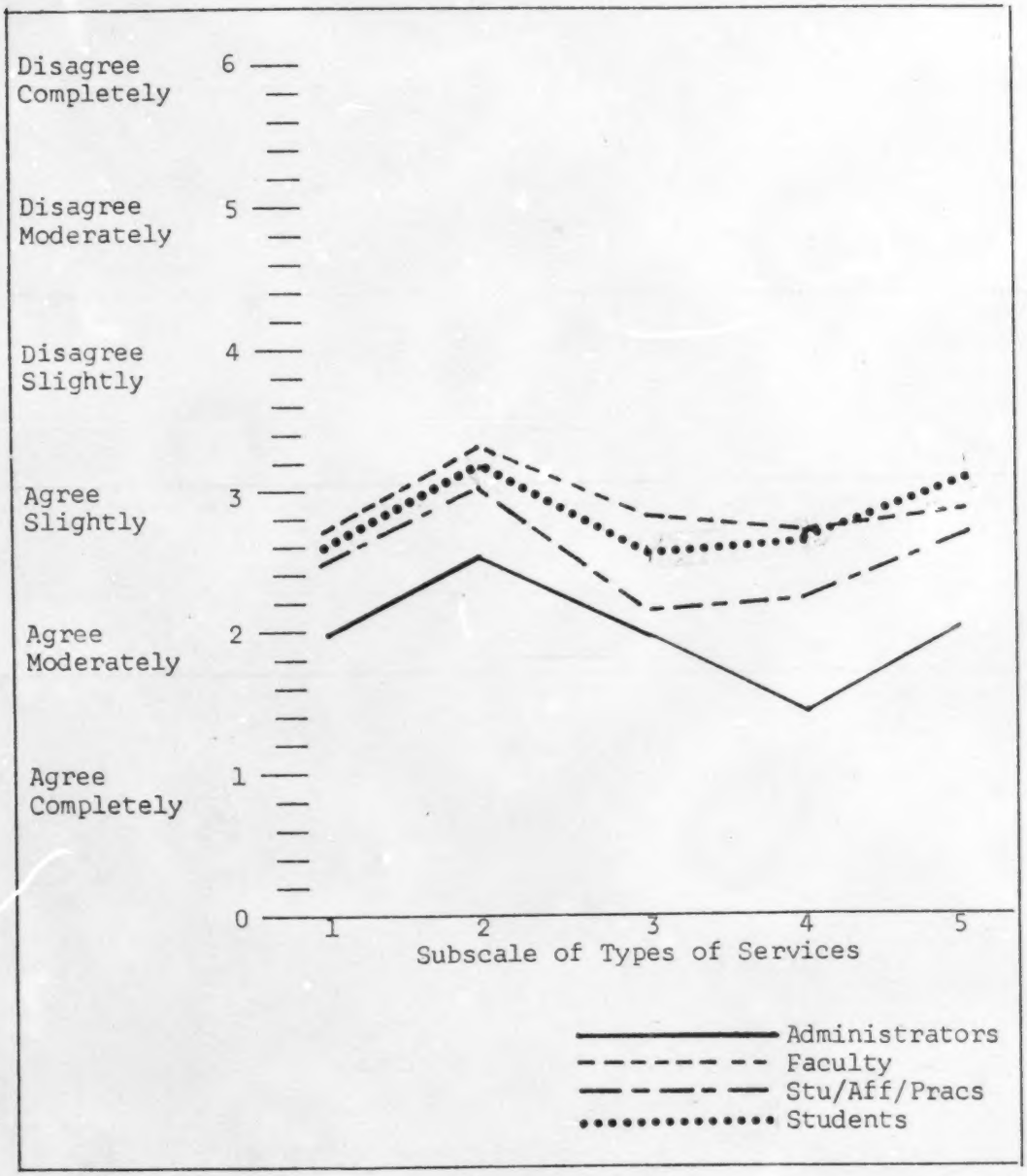

Figure 2. Regular Campus A--Mean Responses to Five Opinionnaire Subscales by Four Populations

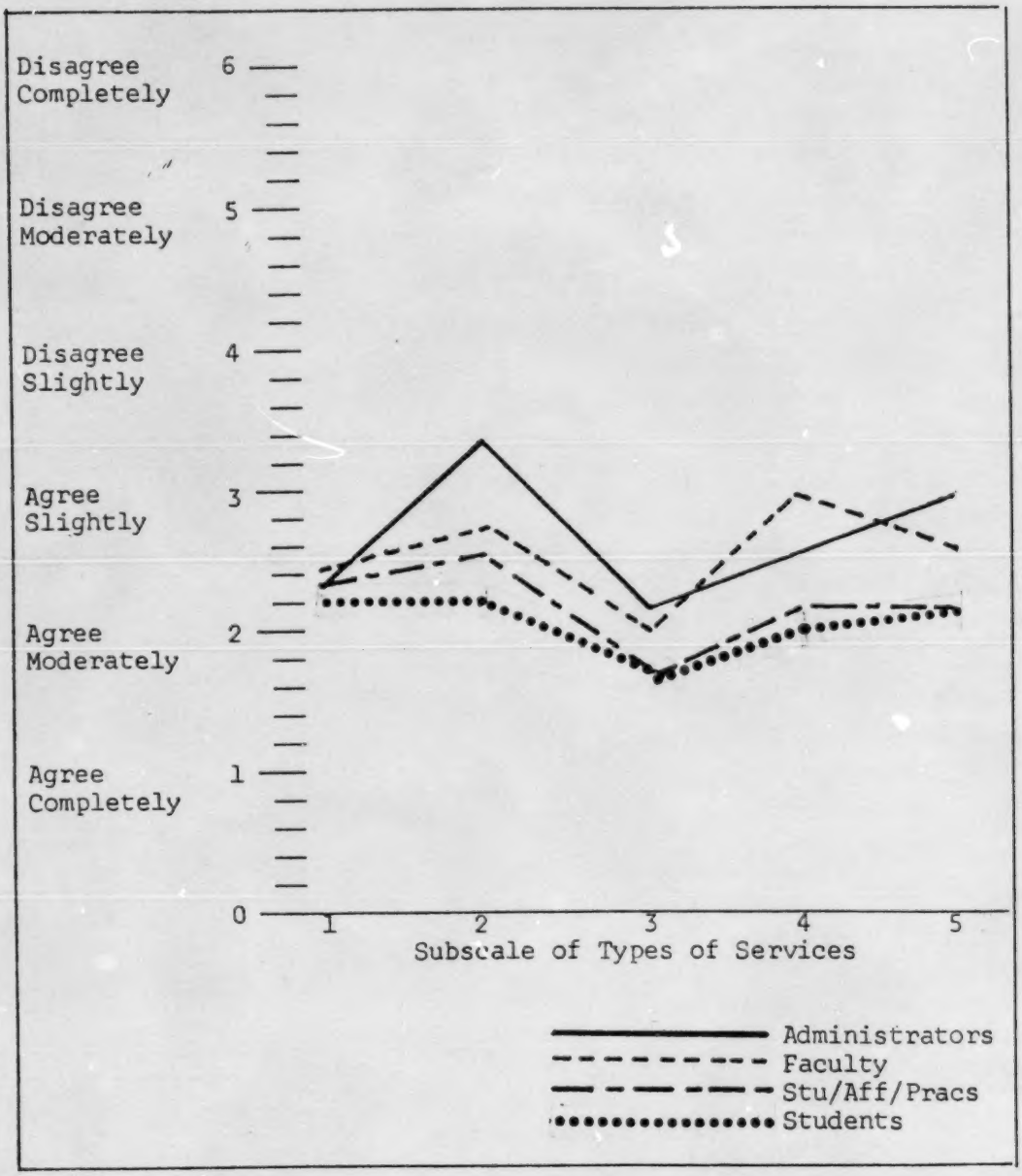

Figure 3. Regular Campus B--Mean Responses to Five Opinionnaire Subscales by Four Populations

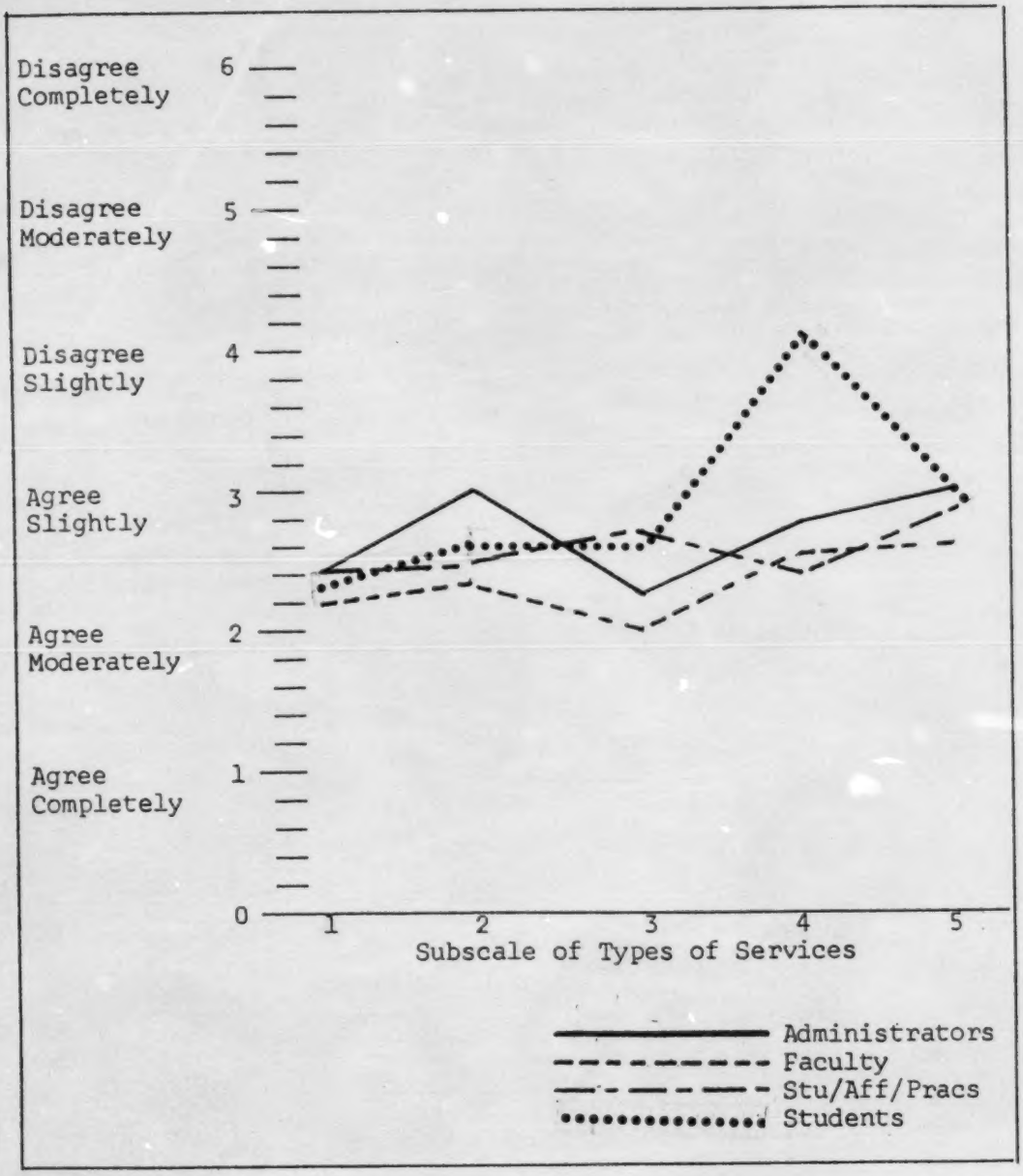

Figure 4. Center Campus C--Mean Responses to Five Opinionnaire Subscales by Four Populations

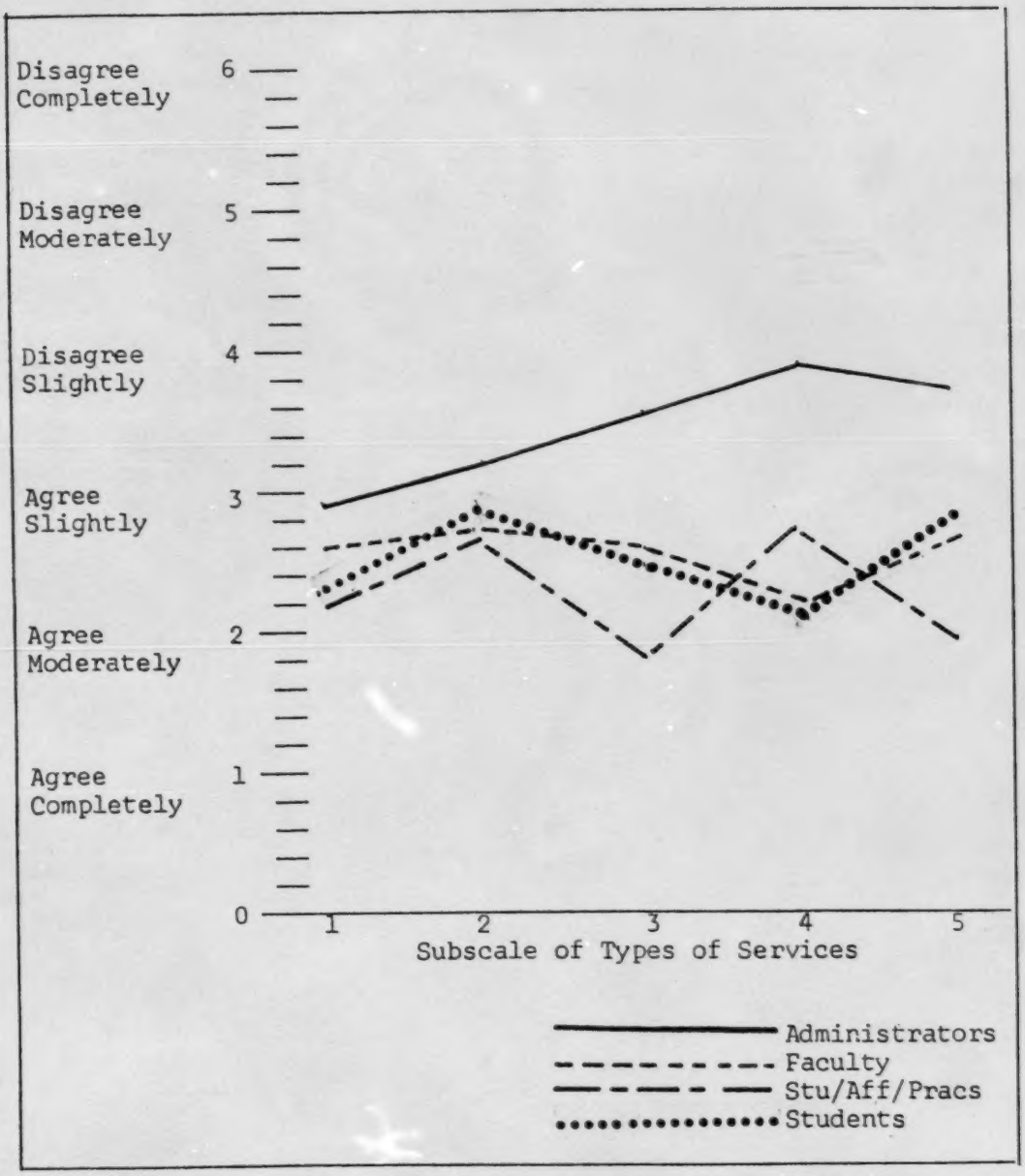

Figure 5. Outreach Campus D--Mean Responses to Five Opinionnaire Subscales by Four Populations

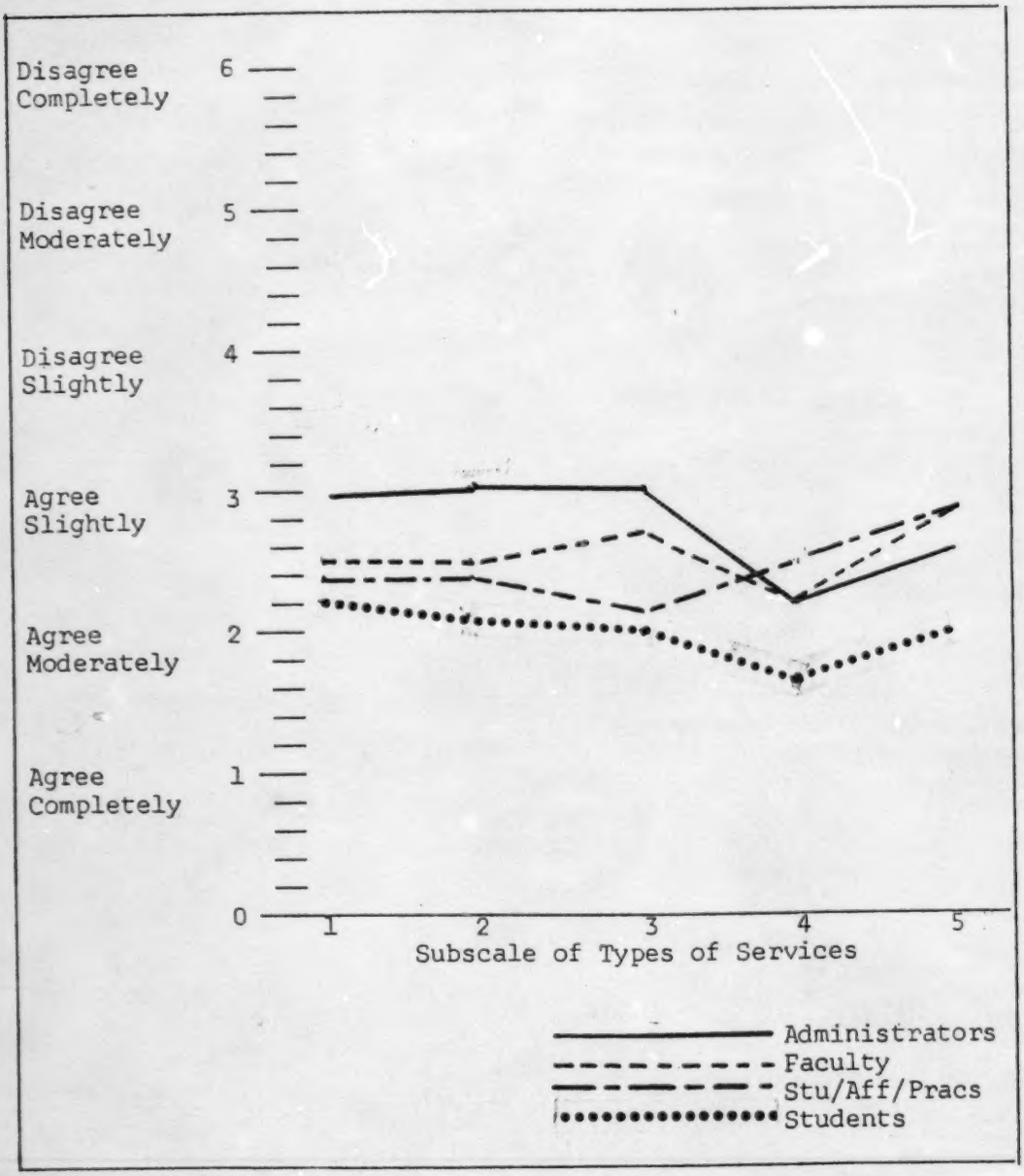

Figure 6. Rural Campus--Mean Responses to Five Opinionnaire Subscales by Four Populations

affairs practitioners tended to perceive the state of student services at this location more positively than did the other three categories of respondents.

Statistical Analysis of Opinionnaire Responses by Function

A two-way analysis of variance (ANOVA) was conducted on the mean responses on each of the five functional subscales among the four population components on each of the five campuses. Details of this treatment are not presented in this paper. (For further information see Tullar, 1979.)

CONCLUSION

The evaluation system described in this paper is a field tested practical hands-on mechanism with which community college student services may be assessed. This system uses perceptions of faculty, students, administrators, and student affairs practitioners to provide data concerning the state of major campus student service functions. It has been used by various student services managers to examine the state of student services at two different community colleges.

It is clear that because of fiscal pressures and calls for more accountability from various sectors, student affairs managers will be called upon more frequently to justify expenditures and services. We as managers may now find that, unlike the subject of weather, evaluation of student services is a topic about which we can and should do more than merely talk.

APPENDIX A

Opinionnaire

and

Instruction for Interviewers

PimaCommunityCollege

INTERVIEW OPINIONNAIRE

Please give your opinion regarding the following statements. Place an "X" in the space which indicates to what extent you agree or disagree with each statement.

(UNKNOWN) indicates you are not knowledgeable concerning this service

OMIT an item if that service is not provided at this college

	Agree Completely	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Completely	Unknown
1. Potential students are provided enough information about college programs, courses, services, expenses, etc. to be able to make decisions about attending this college.	( )	( )	( )	( )	( )	( )	( )
2. Special outreach programs are effective in reaching potential students (example: High School Visitation, Community Visitation, College For A Day, or Campus Visitation).	( )	( )	( )	( )	( )	( )	( )
3. The college catalog is a valuable source of information for students.	( )	( )	( )	( )	( )	( )	( )
4. Verbal or written requests for information about the college are answered soon enough to assist students in making decisions concerning their education.	( )	( )	( )	( )	( )	( )	( )
5. Advising personnel evaluate students' previous education in order to determine how it applies to their current educational goals.	( )	( )	( )	( )	( )	( )	( )
6. Educational records such as transcripts or grades appear to be maintained in a manner which makes it easy for students to get this information.	( )	( )	( )	( )	( )	( )	( )

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	Agree Completely	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Completely	Unknown
7. Official college communications with students (written and oral) helps them with their educational goals.	( )	( )	( )	( )	( )	( )	( )
8. Orientation to the college assists students in becoming familiar with the college within their first two weeks.	( )	( )	( )	( )	( )	( )	( )
9. The registration facilities are able to handle the number of students attempting to register.	( )	( )	( )	( )	( )	( )	( )
10. During the registration process, equipment failures <u>often</u> cause students inconveniences or delays (example: computer failure, air conditioner outages).	( )	( )	( )	( )	( )	( )	( )
11. Registration is designed so that the majority of students can complete the process within <u>one hour</u>.	( )	( )	( )	( )	( )	( )	( )
12. Personnel working within the registration process usually are friendly and courteous.	( )	( )	( )	( )	( )	( )	( )
13. Enough faculty and/or counselors are provided during registration to give students opportunity for academic advisement within <u>one hour</u>.	( )	( )	( )	( )	( )	( )	( )
14. A student can <u>usually</u> get an evaluation of his/her academic program from the registrar within <u>ten days</u>.	( )	( )	( )	( )	( )	( )	( )
15. The financial aid program is <u>well enough</u> publicized to inform all students of <u>available</u> financial aid.	( )	( )	( )	( )	( )	( )	( )
16. Students who qualify for financial aid can usually get a work-study job.	( )	( )	( )	( )	( )	( )	( )
17. Students who qualify can usually get deferments of fees and tuition.	( )	( )	( )	( )	( )	( )	( )
18. Personnel working within the financial aid offices are generally courteous and friendly.	( )	( )	( )	( )	( )	( )	( )

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	Agree Completely	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Completely	Unknown
19. Eligible students can be certain that the Veteran's Affairs Office will do all that is possible to help them receive their benefits within the time(s) specified by law.	( )	( )	( )	( )	( )	( )	( )
20. The Veteran's Affairs Program is well enough publicized to inform those who are entitled to educational benefits.	( )	( )	( )	( )	( )	( )	( )
21. Personnel within the Veteran's Affairs Office are courteous and friendly.	( )	( )	( )	( )	( )	( )	( )
22. The job placement program is successful in placing the majority of students.	( )	( )	( )	( )	( )	( )	( )
23. Most faculty members appear to work with the placement office to develop job placement contacts.	( )	( )	( )	( )	( )	( )	( )
24. The placement office provides students with helpful information to assist them in finding employment.	( )	( )	( )	( )	( )	( )	( )
25. Counseling personnel are open and friendly.	( )	( )	( )	( )	( )	( )	( )
26. Counseling personnel are well enough informed to assist students with most problems.	( )	( )	( )	( )	( )	( )	( )
27. Group sessions or classes which provide information on careers are available to all students.	( )	( )	( )	( )	( )	( )	( )
28. College career counseling services are accessible to members of the community.	( )	( )	( )	( )	( )	( )	( )
29. Information and counseling concerning careers, jobs or occupations are provided in a center which is accessible to all.	( )	( )	( )	( )	( )	( )	( )
30. Counseling and guidance facilities are comfortable.	( )	( )	( )	( )	( )	( )	( )

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	Agree Completely	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Completely	Unknown
31. Students feel free to turn to the counseling center for help concerning their problems.	( )	( )	( )	( )	( )	( )	( )
32. Students can be confident that their privacy with counselors is assured.	( )	( )	( )	( )	( )	( )	( )
33. Students who use the counseling - career services would probably recommend them to others who need such services.	( )	( )	( )	( )	( )	( )	( )
34. Remedial or tutorial help for learning problems is easily available to <u>all</u> students.	( )	( )	( )	( )	( )	( )	( )
35. A service which grants credit for learning acquired through different means is easily available to students (examples: life experiences, military training, other kinds of school, travel, etc.).	( )	( )	( )	( )	( )	( )	( )
36. The calendar of student activities is arranged so as not to conflict unduly with other college activities (example: classes, finals, tests, registration, etc.).	( )	( )	( )	( )	( )	( )	( )
37. All students have access to a variety of clubs or organizations.	( )	( )	( )	( )	( )	( )	( )
38. Student organizations and activities offer valuable opportunities for student <u>leadership</u> experiences.	( )	( )	( )	( )	( )	( )	( )
39. Activities which provide students practical experience in student government are available.	( )	( )	( )	( )	( )	( )	( )
40. The athletic program provides equal opportunity for participation by <u>all</u> students.	( )	( )	( )	( )	( )	( )	( )
41. The college cafeteria provides a balanced, healthful diet.	( )	( )	( )	( )	( )	( )	( )
42. The cafeteria offers food in a congenial atmosphere in pleasant surroundings.	( )	( )	( )	( )	( )	( )	( )
43. The snackbar(s) offers tasty, well prepared snack foods.	( )	( )	( )	( )	( )	( )	( )

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	Agree Completely	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Completely	Unknown
44. Health services are provided to students to assist them in maintaining good health.	( )	( )	( )	( )	( )	( )	( )
45. Information and counseling about health seems to be easily available to students (example: VD, Birth Control, Communicable Diseases, etc.).	( )	( )	( )	( )	( )	( )	( )
46. Professional health personnel are friendly and courteous.	( )	( )	( )	( )	( )	( )	( )
47. College facilities are constructed so as to provide access with few barriers to most handicapped persons.	( )	( )	( )	( )	( )	( )	( )
48. Needed special assistance is easily available to the physically handicapped.	( )	( )	( )	( )	( )	( )	( )
49. The general attitude of college personnel toward handicapped persons is friendly, helpful, and encouraging.	( )	( )	( )	( )	( )	( )	( )
50. It is <u>easy</u> for students from ethnic minorities to get special help through various assistance programs.	( )	( )	( )	( )	( )	( )	( )
51. It is <u>easy</u> for women to get special assistance through various programs.	( )	( )	( )	( )	( )	( )	( )
52. It is <u>easy</u> for foreign students to get assistance for their special needs.	( )	( )	( )	( )	( )	( )	( )
53. Persons can feel <u>reasonably</u> safe at all times because adequate security appears to be provided throughout the campus (example: guards, police, lighting, etc.).	( )	( )	( )	( )	( )	( )	( )
54. The bookstore is stocked with books and equipment which meet students' educational needs.	( )	( )	( )	( )	( )	( )	( )
55. The bookstore is convenient for <u>all</u> students (hours, location, size, etc.).	( )	( )	( )	( )	( )	( )	( )
56. The bookstore provides students services and products at a fair price.	( )	( )	( )	( )	( )	( )	( )
57. Operating hours of the student services at this college are convenient to both day and evening students.	( )	( )	( )	( )	( )	( )	( )

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	Agree Completely	Agree Moderately	Agree Slightly	Disagree Slightly	Disagree Moderately	Disagree Completely	Unknown
Omit the following questions if your college does not have dormitories.							
58. Dormitory regulations and their enforcement are satisfactory for student community living.	( )	( )	( )	( )	( )	( )	( )
59. The college dormitories provide suitable conditions for students' day-to-day living.	( )	( )	( )	( )	( )	( )	( )
60. Dormitory supervisory personnel are courteous, helpful and friendly.	( )	( )	( )	( )	( )	( )	( )

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Instructions for Interviewers

I. Initiating the Interview

A. Statement when an interview is scheduled for a date in the future.

"My name is _____. I am conducting interviews for _____ Community College as part of a study to evaluate the student services at this college. You have been identified as a person who can provide valuable information regarding these services. I would like to schedule an appointment with you in the next few days. The interview will require approximately 15-20 minutes. Can you suggest a time and place for that interview?"

B. Statement when contact is made in person.

"My name is _____. I am conducting interviews for _____ Community College as part of a study to evaluate the student services at this college. You have been identified as a person who can provide valuable information regarding these services. The interview will require approximately 15-20 minutes. Would it be convenient to conduct the interview at this time? If this is not possible, can you give me a time in the next few days?"

(Note to interviewer: When it is necessary to schedule an appointment for a later date, be sure the time agreed upon fits your schedule. Also, if it later becomes impossible for you to conduct the interview at the scheduled time, contact the person as soon as possible to arrange another time.)

II. Introductory Interview Statement

"A carefully selected sample of persons at this college has been chosen to be interviewed for this study. It is very important that you respond to each question to the best of your ability. We want your opinion, not what you think someone else expects you to say. Your name will not be associated with the report in any way. Would you participate in this study?"

III. Orientation Statement

"Here is a copy of the opinionnaire to which I need your responses. Please do not write on it at this time."

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(Note to interviewer: Allow sufficient time for the person to examine the opinionnaire. Then proceed to read the following statement.)

"This college is interested in examining the services it provides to students. Your opinion concerning these services will aid in the improvement of these services. There are different responses you can give concerning each of the statements on the opinionnaire. There are three areas of agreement. You may 'agree completely,' 'agree moderately,' or 'agree slightly.' Likewise there are three areas of disagreement. You may 'disagree slightly,' 'disagree moderately,' or 'disagree completely.' If you do not know whether the service is available, indicate that this is 'unknown' and if the service is not provided by this college, do not give any response. (OMIT this item.) Do you have any questions?"

(Note to interviewer: Allow time for any questions. Respond as clearly as possible.)

"If you have no further questions you may begin to complete the opinionnaire. Should you have questions while you are filling out the opinionnaire, feel free to ask any questions you wish."

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